

## **Minutes from Inclusion Conference 29<sup>th</sup> October 2024**

1. Welcome from our Director of inclusion Nicola Pemberton to all who have different roles within an educational setting.

"All for One" Spring term dates have now been released along with our complete training manual for 2024/5. They will be on the website shortly to book on.

Our topic today covers emotionally friendly settings, Oak Learning Partnership, all our trust schools including Blackburn Central and Crosshill and Bury Schools, believe inclusion is at the heart of our trust. We are working with Bury council to include all children.

Inclusion is everyone's responsibility tangible for all and develop good working relationships, support SENCO network and collaborate.

2. Autumn Inclusion Conference Agenda

3. Educational Statistics

4. SEND and Inclusion - five principles for inclusion

5. Correspondance - Padlet's for Thrive in bury

<https://padlet.com/ThriveinBury/YoungPeople>

<https://padlet.com/ThriveinBury/ParentandCarers>

<https://padlet.com/ThriveinBury/Professionals>

<https://padlet.com/ThriveinBury/Education>

## **View of Emotionally friendly setting by Javad Shah - Principal Educational Psychologist and Tracey Hamilton Hall Whole Education Approach Co-ordinator**

1. Define the following terms – Emotional, friendly, setting. Discussed in groups, around the room.

2. School Nightmares – draw out the least emotionally friendly setting. Discussed in groups, around the room.

3. School of Dreams – think about an ideal world. Discussed in groups around the room.

## **Facilitation of an effective Wellbeing Curriculum with Nicola Pemberton and Natalie Edgar**

How we have interpreted wellbeing at Spring Lane, we have worked with MHS teach team. Spring lane has 3 sites, Park House, Whitefield and New Kershaw centre. Within the school improvement we are focusing on a golden thread, lesson structure, staff and pupils.

Curriculum weighted around academic focus doesn't work in mainstream schools, so how can it work in a PRU.

What can we offer, My happy mind or My Mind Coach for secondary schools.

Wellbeing at Spring Lane, what I want it to look like, evidence based practical through the curriculum.

1. Learning intentions
2. Excluded Child
3. Breaking the cycle - ending the school prison cycle
4. Increasing Universal Offer – what golden thread can we interweave within school and increase the universal offer.
5. A wellbeing curriculum offer for all.
6. Purpose of Wellbeing Curriculum – Protect, Reflect, Relate, Regulate
7. The LTP and Scheme of Learning, 1 year plan
8. Spring Lane Scheme of Learning
9. Form teachers' expectations- how to reinforce and follow the same scheme at the same time.

## **Developing and impact of Wellbeing Curriculum in Elms Bank School**

### **with Lucy Kildunne**

1. Engagement and wellbeing overview.
2. Purpose of having a wellbeing curriculum – readiness for learning, how to express feelings, shared understanding with staff and pupils.
3. 5 Steps to wellbeing embedded, Evidence suggests there are 5 steps you can take to improve your mental health and wellbeing. Trying these things could help you feel more positive and able to get the most out of life."



**Oak LP**  
Outreach

Inclusion is at the **heart** of our trust

4. Keep Learning, Emotional Literacy Learning Intentions: To understand a series of emotions e.g. happy, sad, angry, disgusted, surprise. To explore a series of emotions e.g. contentment, loneliness, insecure, jealous, annoyed, the emotional wheel.
5. Zones of regulations – all zones are ok but need to be understood and we adapt schemes of work to suit each child.
6. What is the impact.

**Are you an Emotionally friendly setting Part 2**  
**Tracey Hamilton Hall Whole Education Approach Co-ordinator.**

1. Force field Analysis – what are the areas to get bury schools to and from nightmare to dream schools. What would you like to see? Discussed in small teams around the room.
2. Rate these out of 5 based on how much of a priority it is.  
1 being not a priority; 5 being a significant priority
3. Rate these out of 5 for how much of an influence you have over it.  
1 meaning little influence; 5 being significant influence.

**What can be taken back to school...**

4. Bury LA are creating a one stop shop called RISE – MHST fits in with CAMHS, Streetwise.
5. Programme 2015 – EFS and accreditation programme free to bury schools delivered by Javad/Tracey this has had a great impact in Salford.
6. ELSA training course
7. QR code – Feedback

**All about PACE – Sarahjayne Bowater CAMHS**

1. Discussion today will be around theories and emotions, emotion and regulation, behaviours.

Part 1 Stephen Porges and the Polyvagal theory

Part 2 Emotional response process

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2. Dan Hughes PACE model
3. Pace theory – children can learn if they feel safe
4. Why use this model? Trust and safety, if not regulated cannot learn.
5. What does this look like?
6. How does this translate in schools?
7. Example of how to use PACE
8. Unhelpful responses
9. Emotional Wheel
10. The PLEASE Skill
11. Helpful PACE resources

### **Next Steps...**

### **Focus of our Spring Inclusion Conference**

#### **How can we support sensory processing in schools?**

**Dr Luke Beardon** - Senior Lecturer in Autism – Sheffield Hallam university  
Reasonable adjustments for autistic children – How to make their world better

**Paula Raishbrooke** – Manchester Occupational Therapist – working practices to put into place in school to support sensory processing.

**Helena Grennan** – ASL Teacher  
How I interpreted advice from occupational therapy in my classroom

#### **More Information to be confirmed**

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